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ABSTRACT

An evaluation of the DeSoto County, Florida Career Education Project was conducted to determine the effectiveness of career education activities in grades K-12. Project goals emphasized at the elementary level were self-awareness, attitudes/appreciations, and career awareness. Career awareness and attitudes/appreciations were emphasized at the middle school level; and career awareness, economic awareness, dicision-making, and employability skills were emphasized at the secondary level. At each grade level a post-test only, experimental/control group analysis was made based on results from the following instruments: Minnesota Cognitive Questionnaire for Career Education (K-5); Piers-Harris Children's Self Concept Scale (K-5); and The Assessment of Career Development (6-12). The second grade experimental group scored significantly higher than their control group on the self-concept scale. The eighth grade experimental group scored significantly higher than their control group on career planning involvement, but significantly lower on career planning knowledge and occupational characteristics. No significant differences were found between group means (K-12) on a measure of cognitive achievement and on all other comparisons. Instructional and guidance staff participated in workshops on career education concepts, implementation methods, group-guidance techniques, career education skills, and occupational resources. Workshop evaluations ranged from average to excellent; however, at the end of the year implementation had barely begun. Elementary teachers appeared to have made the most progress. (BM)

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FINAL PERFORMANCE REPORT

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IV. Project Title: DeSoto County District Plan for Career Education Development Program

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VII. Project Director: Phyllis NeSmith

VIII. Grantee/Assistance Contractor Institution/Address/Phone:

DeSoto County School District
Career Education Development Program
Arcadia, Florida 33821

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CE 017 652

Evaluation of
DeSoto County, Florida
Career Education Project

submitted by

Dr. John C. Pelletti
Dr. John R. Dale

to

Federal Project Director
The School Board of DeSoto County, Florida

June 24, 1976

The purpose of this paper is to report the results of the evaluation of the Deoto County, Florida Career Education Project. The county was awarded a federal grant of $35,000 to continue the local district's career education program. The purpose of the grant was to support the continued implementation and evaluation of their comprehensive K-12 program. Project goals were as follows:

1. To increase student awareness of all elements of career education;
2. To expose students to a wide variety of occupational areas;
3. To permit students to explore a wide variety of occupational areas;
4. To help students acquire decision-making and job-entry skills prior to the termination of their secondary education;
5. To increase cooperation and understanding between the schools and the community;
6. To orient and/or update the professional staff's understanding of career philosophy, goals, methods, and techniques.

Each of the above goals were considered by the DeSoto County Project Director and specific activities were identified to achieve each of those goals. Among those activities were the following:

1. Orientation program for county guidance and teaching personnel using PRO-Cess package;
2. "Yellow-Brick Road" guidance training package workshop for elementary guidance and teaching personnel;
3. Distribution of curriculum resource materials, e.g., LOOM, Orange County Booklets, to aid implementation of Career Education concepts into local classrooms;
4. Encourage field trips and expand guest speaker list as as community resources for career education activities;
5. Development of school and district-wide committees to monitor career education program;
6. Establishment of a citizens advisory committee to foster community-school cooperation.

The objective of the project evaluation was to determine the effectiveness of the above activities in achieving program goals. The plan that follows describes the method by which that objective was met. It was not theoretically the best evaluation procedure to use; however, in the opinion of the evaluation team, it was the most appropriate given the special circumstances of the DeSoto County Career Education Project. Those circumstances included appointment of a project director who was not involved in the original planning and writing of the proposal;

in-service activity conducted prior to the submission of an evaluation plan; and selection of an evaluation team more than two months after the beginning of project activites. As a result, standard procedures such as pretesting seemed inappropriate and, therefore, alternative methods were required.

In developing the evaluation plan, the following assumptions were made and confirmed by the project director:

1. Project goals are long-range;
2. Little, if any, career education efforts had been made in DeSoto County prior to the initiation of the current federal project.

Accepting these assumptions and understanding the circumstances surrounding the project, the evaluation team decided on the following as the most appropriate method of evaluating project activities for this year.

Evaluation Plan

Target Population

Project goals identified five different target populations: (1) elementary students, (2) middle school students, (3) secondary students, (4) instructional and guidance staff, and (5) community representatives. Since each of these population was the target of different goals, each required an evaluation procedure that reflected the characteristics of its respective goal.

Evaluation Procedures

1. Elementary (K-5) Students. The Carrer Education elements emphasized at the elementary level were self-awareness, attitudes and appreciations, and career awareness. To determine the effectiveness of project activities in these areas, the evaluation team conducted a post-test only, experimental/control group analyisis of elementary student achievement on two instruments: (a) Minnesota Cognitive Questionnaire for Career Education and (b) Piers-Harris Children's Self-concept Scale. The experimental sample was to be drawn from all classes whose teachers had received in-service training in career education concepts and career group-guidance techniques. The control sample was to be drawn from all other classrooms. Evaluation date: April, 1976.

2. Middle School (6-8) Students. The Career Education elements emphasized by the DeSoto County Project at the middle school level were career awareness and attitudes and appreciations. To determine the effectiveness of project activities in these areas, the evaluation team conducted a post-test only, experimental/control group analysis of middle school student achievement on one instrument: The Assessment of Career Development. The experimental sample was to be drawn from all classes

whose teachers had received in-service training in career education concepts. The control sample was to be drawn from all other classrooms. Evaluation date: April, 1976.

3. Secondary (9-12) Students. The Career Education elements emphasized at the secondary level include career awareneess, economic awareness, decision-making skills, and employability skills. To determine the effectiveness of project activities in these areas, the evaluation team conducted a post-test only, experimental/control group analysis of secondary student achievement on one instrument: The Assessment of Career Development. The experimental sample was to be drawn from all classes whose teachers had received in-service training in career education concepts and occupational resources. The control sample was to be drawn from all other classrooms. Evaluation date: April, 1976.

4. Instructional and Guidance Staff. In-service efforts for these groups included an orientation to career education concepts and methods for implementing concepts within existing curriculum, development of career group-guidance techniques, and an introduction to career education skills and occupational resources. Evaluation procedures for this group included a post-test only measurement of workshop achievement using instruments designed for each workshop. Follow-up procedures, interviews with a random sample of instructional and guidance staff, were conducted in April, 1976.

5. Community representatives. Evaluation efforts in this area were deleted from the original plan since the citizens advisory committee was not active. Some community career-education activities were noted by the project director but foo few to indicate an effective program.

Sampling Procedures

For the purposes of evaluation of project goals at the elementary level, a ten percent random sample of the experimental and of the control populations at both second and fifth grades was planned. Instruments were administered separately to each grade level. For the middle school, similar samples were drawn from the eighth-grade populations; for the secondary level, from the eleventh-grade populations. Implementation of the above procedure required the cooperation of all teachers in each of the four grades at each of the county schools. Unfortunately, cooperation was lacking and, therefore, samples were drawn as indicated but only from classes where teachers volunteered to participate, thus seriously jeopardizing the randomness of the selected samples at each grade.

For the purposes of evaluation of project goals at the instructional and guidance staff level, all workshop participants were evaluated. Year-end interviews were conducted with a ten percent random sample of the participants in each of the orientation and instructional workshops.

Data Analysis and Reporting

For elementary, middle school, and secondary student achievement, an uncorrelated t-test was conducted between the experimental and control

samples in each level to determine the effectiveness of the various identified strategies in influencing student understandings of the career education elements emphasized at each school level. The null hypothesis was: There is no significant difference between group means on a measure of cognitive achievement (or on a sefl-concept scale). Tested at the .05 level of significance, acceptance of the hypothesis would indicate no significant difference between the experimental and control groups. However, rejection of the hypothesis would indicate a statistically significant difference between the experimental and control groups and would suggest some program effect. Actual educational significance would require additional analysis.

Results

Following are the results of the project evaluation for each of the target populations listed previously in the evaluation plan.

Elementary (K-5)

Figure 1 presents the results of data analysis for grades 2 and 5 on two instruments: (1) The Minnesota Career Education Cognitive Questionnaire and (2) The Piers-Harris Self-concept Scale. Means , standard deviations, and number of students in the groups are reported for each sample at each grade for each instrument. Using an uncorrelated t-test, data were analyzed at the .05 level to test the following null hypothesis: There is no significant difference between group means on a measure of cognitive achievement (or on a self-concept scale). Results of those analyses are also reported in Figure 1. Only on one comparison, second grade on the self-concept scale, did the experimental group score significantly higher than the control group. The other three comparisons exhibited no significant differences between the two groups.

Middle School and Secondary (6-12)

Figure 2 presents the results of data analysis for grades 8 and 11 on four sub-tests of the Assessment of Career Development. Means, standard deviations, and number of students in the group are reported for each sample at each grade for each subtest. Using an uncorrelated t-test, data were analyzed at the .05 level to test the following null hypothesis: There is no significant difference between group means on a measure of cognitive achievement. Results of those analyses are also reported in Figure 2. Only on Career Planning Involvement at the eighth grade did the experimental group score significantly higher than the control group. On Career Planning Knowledge and on Occupational Characteristics at the eighth grade the control group scored significantly higher than the sample group. The other five comparisons exhibited no significant differences between the two sample groups.

Figure 1

Comparison of Means for Second and Fifth Grade Sample Groups on the Minnesota Career Education Cognitive Questionnaire and the Piers-Harris Self-concept Scale

Assessment	Grade	Group	N	Mean	Std. Dev.	t
Minnesota Career Education Cognitive Questionnaire: K-3	2	Experimental	50	57.04	12.81	1.81
		Control	37	51.54	14.84	
Piers-Harris Self-concept Scale	2	Experimental	50	26.80	4.08	2.62*
		Control	46	24.37	4.92	
Minnesota Career Education Cognitive Questionnaire: 4-6	5	Experimental	46	53.70	14.01	1.21
		Control	22	57.91	13.18	
Piers-Harris Self-concept Scale	5	Experimental	47	27.62	7.56	.87
		Control	20	29.20	6.44	

* significant at the .05 level

Figure 2

Comparison of Means for Eighth and Eleventh Grade Sample Groups on the Assessment of Career Development

Grade	Subtests	Group	N	Mean	Std. Dev.	t
8	Career Planning Knowledge	Experimental	41	18.71	4.30	4.99**
		Control	50	23.52	4.88	
	Career Planning Involvement	Experimental	45	1.85	.30	3.60**
		Control	55	1.64	.28	
	Occupational Characteristics	Experimental	45	27.11	7.68	2.58*
		Control	55	31.16	7.94	
	Occupation Preparation Requirements	Experimental	45	8.82	2.99	1.07
		Control	55	9.45	2.85	
11	Career Planning Knowledge	Experimental	25	28.52	5.15	1.50
		Control	27	26.48	4.60	
	Career Planning Involvement	Experimental	25	1.88	.30	.36
		Control	27	1.85	.30	
	Occupational Characteristics	Experimental	26	36.46	9.53	.93
		Control	27	33.85	10.96	
	Occupation Preparation Requirements	Experimental	26	11.15	2.96	1.80
		Control	27	9.63	3.18	

* Significant at the .05 level

** Significant at the .01 level

Instructional and Guidance Staff

Five in-service workshops were presented to DeSoto County School staff introducing them to the concept of Career Education and to some strategies in implementing the concept. The first workshop, designed for all instructiona, guidance, and administrative staff, was an orientation to career education. The other four were designed for staff at specific levels of instruction. The elementary group participated in two workshops demonstrating The Yellow Brick Road; a career guidance program for elementary students. Strategies for implementing career education were presented to middle school staff in their workshop and Project VIEW, a career information retrieval system, was the emphasis for secondary staff in theirs.

Evaluations of the workshops were from average to excellent. Workshop facilitators were encouraged by the progress the participants made in achieving the objectives of each workshop. Evaluation results of each have been submitted previously.

Although the results of the workshops were promising, the follow-up in the classroom proved to be less than desired. Interviews with teachers at the end of the year demonstrated that implementation had barely begun. Elementary teachers appeared to have made the most progress. In the middle school teachers were aware of the concept and had made attempts to integrate the concept into their curriculum. However, they had not been as successful as those in the elementary schools. Thereafter, the program deteriorated with no evidence of career education at the secondary level except in vocational courses. Academic fields were barren.

Analysis

The temptation to draw conclusions on the basis of significant statistical test results is prevalent. However, before that is done, the researcher needs to confirm that proper research procedures were used. In DeSoto County no confirmation will be forthcoming. In the sampling process alone enough accepted procedures were violated to invalidate the entire study. These violations occurred through no fault of the evaluation team. Proper procedures were outlined and suggested to the county project director. Unfortun tely, local conditions prevented her from following those outlined procedures. As a result of the above limitations and others under which the evaluation was conducted, any interpretation of the results would be hazardous. Therefore, no effect will be attributed to the implementation of the career education program in DeSoto County at any grade level.

One final positive note in this analysis refers to the project director. Throughout the series of interviews teachers and other staff were genuinely complimentary about her work and her help to them. One

could note the rapport and confidence which she had built with the instructional staff. Given her late start, she should be commended for her efforts. Had she been permitted to continue her program, perhaps some tangible results would become evident. It can only be hoped that the continuity of the programs which she began will not be broken with a change in the directorship.

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM

PARTICIPANT SUMMARY

NOTE. Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1187

NUMBER OF PARTICIPANTS *(see NOTE above)* WHO ARE	RACE/ETHNICITY *(all Participants including Handicapped, Gifted and Talented, and Low Income)*						OF THE TOTAL *(column (6))* NUMBER WHO ARE			OF THE TOTAL *(column (6))* NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE (1)	ASIAN OR PACIFIC ISLANDER (2)	BLACK/ NEGRO (3)	CAUCASIAN/ WHITE (4)	HISPANIC (5)	*TOTAL (sum of columns (1) through (5))* (6)	HANDI-CAPPED (7)	GIFTED AND TALENTED (8)	LOW INCOME (9)	MALE (10)	FEMALE (11)
STUDENTS											
ELEMENTARY *(K-6)*	0	9	628	970	44	1,651	38	72	772	844	807
MIDDLE/JUNIOR HIGH *(7-9)*	0	0	236	687	15	938	48	30	487	460	478
SENIOR HIGH *(10-12)*	0	3	245	726	3	977	22		98	507	470
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS *(non-matriculated)*											
SUB-TOTAL	0	12	1,109	2,383	62	3,566	108	102	1,357	1,811	1,755
EDUCATIONAL PERSONNEL											
TEACHERS	0	0	25	173	0	198				49	149
COUNSELORS	0	0	0	4	0	4				1	3
ADMINISTRATORS	0	0	3	14	0	17				9	6
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY	0	0	0	1	0	1					
PARENTS	0	0	2	2	0	4					
OTHER *(specify)* STUDENTS	0	0	0	2	0	2					
TOTAL	0	12	1,139	2,579	62	3,792					

OE FORM 467, 2/76

GOALS AND OBJECTIVES 1975-76

The goals for the Career Project will provide:

1. An increased awareness of all elements of career education.
2. Exposure to and exploration of a wide variety of occupational areas.
3. Development of specific decision making skills and job entry skills for students prior to their leaving school.
4. Increased cooperation and understanding between schools and community.
5. Inservice training for administrators and teachers to orient and/or update their understanding of career philosophy, goals, methods and techniques.

Objectives:

Elementary School K-5

1. Students will develop an increased awareness of and appreciation for themselves and others.
2. Students will develop an increased awareness of the worlds of work and leisure.
3. Students will develop positive work habits and attitudes.

Middle School 6-8

1. Students will develop an increased awareness of work values and habits.
2. Students will develop an increased awareness of and knowledge about work.

High School 9-12

1. Students will develop an increased competency in career decision making skills.
2. Students will develop work seeking and work getting skills.

ACTIVITIES FOR 1975-76

1. Field trips will be increased. Committees within each school will establish guide lines and policies for the proper utilization of career oriented field trips.

2. L.O.O.M. materials will be utilized on the elementary level. The elementary career committee will examine, evaluate, recommend and distribute materials to the three elementary schools.

3. Orange County booklets will be utilized on Middle and High School levels. The secondary career committee will examine, evaluate, recommend and distribute these materials.

4. Student oriented activities related to a multitude of occupations will be increased. The career centers in each school will be expanded and organized for easy access to career information, hands-on materials and A.V. materials.

5. The Citizens Advisory Committee will be utilized in the planning, implementation and evaluation processes of career education throughout the district.

6. The district wide school career committee will expand and update the guest speaker list that will be utilized by all the schools in the district. This group will also function as a center for distribution of materials and information, will develop specific behavior objectives for the total career program and will deal with problems that arise during the implementation of the program.

7. Career introduction and orientation workshop will be organized for all administrators and teachers in the system who have had no previous career education indoctrination. ProCESS materials will be used for this workshop: "Career Education - An Introduction".

8. An elementary workshop will be organized for guidance personnel and selected teachers from each elementary school using "Yellow Brick Road". This workshop will help teachers integrate career strategies into the curriculum. This group will then work with their faculties to further develop and incorporate the career concepts into the total school program.

9. Secondary guidance personnel and selected teachers will attend a workshop on Florida V.I.E.W. program. (Vital information for education and work) This program will provide current career information relevant to Florida students, counselors, occupational specialists and teachers.

Other Career Activities used in the schools to infuse Career Education into the curriculum:

1. Hands on activities in:

    A. Nursery Work
    B. Welding
    C. Cold Metal
    D. Motor Repair

2. Planned menus for school cafeterias.

3. Planned and unit for Loyalty Day parade.

4. Planned bicentennial program (elementary students).

5. Class set up factory assembly line to make Christmas ornaments (elementary students).

6. Set up retail outlet to sell ornaments made by 4th and 5th grade students.

7. TMR class set up clothing store, gave manicures and hair styling.

8. Middle School students made career capsule--set it in cement at the school.

9. 3rd grade class made quilt.

10. 4th grade classes made quilts at two schools.

TOTAL NUMBER OF CAREER EDUCATION ACTIVITIES PER MONTH AS REPORTED BY TEACHERS IN ALL PARTICIPATING SCHOOLS (5)

NUMBER OF TEACHERS: 177

Activities	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
Movies	106	191	66	192	143	118	163	161
Filmstrips	36	56	11	70	67	63	85	111
Pictures	76	57	16	45	72	36	23	30
Field Trips	5	28	12	38	20	35	24	24
Discussion Groups	140	219	70	212	155	174	164	180
Guest Speakers	29	33	9	13	30	16	23	42
Art Work	23	31	14	38	30	22	9	27
Stories	53	50	16	59	56	43	23	18
Games	7	24	9	26	30	23	15	57
Music	16	14	4	10	6	11	9	15
Creative Writing	21	24	12	28	29	19	39	74
Other	20	21	10	23	17	19	9	9

TOTAL NUMBER OF CAREER EDUCATION ACTIVITIES IN EACH CAREER CLUSTER AS REPORTED BY TEACHERS IN ALL PARTICIPATING SCHOOLS (5)

NUMBER OF TEACHERS: 177

Career Clusters	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	April	May
1. Agri-business and Natural Resources	55	77	16	103	79	71	47	57
2. Business & Office	41	36	22	35	35	21	41	50
3. Communications & Media	42	57	18	47	39	39	38	58
4. Consumer & Homemaker	53	66	23	58	52	51	38	46
5. Construction	32	32	13	20	36	25	40	31
6. Environment	42	49	18	99	80	76	30	58
7. Fine Arts & Humanities	29	59	27	51	44	51	62	90
8. Health	58	87	20	93	72	52	84	84
9. Hospitality & Recreation	17	52	13	42	40	35	46	57
10. Manufacturing	15	27	12	32	24	34	26	33
11. Marine Science	20	36	2	41	22	10	14	25
12. Marketing & Distribution	20	41	20	31	24	21	23	46
13. Personal Service	9	15	6	17	13	10	20	26
14. Public Service	62	54	25	24	39	43	31	36
15. Transportation	38	46	14	56	57	43	51	51

CAREER EDUCATION FIELD TRIPS 1975-76

1. Bicentennial Log Cabin
2. County Jail
3. County Courthouse
4. Post Office
5. Fire Station
6. City Park
7. Nott's Dairy
8. Environmental Learning Lab
9. Chicken Farm
10. City Hall
11. Central Transformer Co.
12. Citrus Packing House
13. Plant Nursery
14. Day Care Center
15. Tree Surgeon
16. Veterinarians' Offices
17. Meat Processing Plant
18. Forestry Fire Tower
19. Palmhouse Restaurant
20. Nocatee Elementary School Cafeteria
21. Winn Dixie
22. DeSoto National Bank
23. Badcock Furniture
24. Police Station
25. Ford Dealer
26. United Telephone Switching Station
27. Tinsley's I.G.A.
28. Polk County Area Vocational Center
29. Publix Main Warehouse and Office
30. Tampa, University of South Florida and Tampa Bay Vocational-Technical Facilities
31. Kennedy Sapce Center
32. Sea World
33. Asolo Children's Theatre
34. U. S. Navy Band
35. Bishop Planetarium
36. Kapok Tree Inn

NUMBER OF CHILDREN: 3,000

FIELD TRIPS

MIDDLE SCHOOL

DATE	TEACHER	SITE VISITED	NO. OF CHILDREN
April 27, 1976	M. Foley	Polk County Area Vocational	50
October 30, 1975	Blair	DeSoto National Bank	100
October 30, 1975	Green/Foley	Tinsley's I.G.A.	50
December 12, 1975	S. Sandusky	Post Office, Fire Station, Police Station, Ford Dealer, Badcock Furniture	91
April 12, 1976	C. Carter	United Telephone Switching Station	100
May 10, 1976	Greene	Kapok Tree Inn	75

WEST ELEMENTARY SCHOOL

April 29, 1976	Aceto/Okan	Bishop Planetarium & Museum	60
May 1, 1976	Albritton/ Jones	Kennedy Space Center	60
March 20, 1976	Okan	Sea World	30
January 29, 1976	Holton/ Grunenwald	Bishop Planetarium & Museum	60
November 1, 1975	Green/Aceto	Sea World	52

NOCATEE ELEMENTARY SCHOOL

March 10, 1976	Blondheim	Asolo Childrens' Theatre Punta Gorda, Florida	42
February 5, 1976	Blondheim	U. S. Navy Band	42

MEMORIAL ELEMENTARY SCHOOL

February 7, 1976	Southwell/ White	Sea World	50

DESOTO HIGH SCHOOL

DATE	TEACHER	SITE VISITED	NO. OF CHILDREN
April 5, 1976	B. Brown	Publix Main Warehouse & Offices, Lakeland, Florida	15
February 7, 1976	York/Halverson/ Wheelus/Morgan	Kennedy Space Center	100
November 26, 1975	R. Johnson	Tampa, USF & Tampa Bay Vocational Tech	33
January 22, 1976	NeSmith	Tree Surgeon	50
February, 1976	"	Fussells Meat Processing	10
February, 1976	"	Winn Dixie	10

FT. OGDEN SCHOOL

February 7, 1976	C. Brokas	Palmhouse Restaurant	8
January 20, 1976	C. Brokas	Outdoor Classroom	8
January 7, 1976	C. Miller	Nocatee Cafeteria	10
February 13, 1976	J. Johnson	" "	10

CAREER EDUCATION ADVISORY COUNCIL

1. Dr. McClure
2. James Brewer
3. Dr. Thomas Muller
4. Mrs. Barbara Pierce
5. Mrs. Connie Meyer
6. Mr. Robert Bothwell
7. Mark Brett
8. Layne Guidry

LOG OF ACTIVITIES

September 23	Meeting at E.C.L. Building, High School, 2:30 p.m. Dr. McClure, Student Representative, Guidance personnel, all schools, distributed copies of project and discussed activities for 1975-76 school year.
September 29	Mr. Elbers, here from Washington, met at Courthouse Annex with Bob Hrstka, Larry Browning, Dr. McClure, Jim Wildt, Ann Lawrance, Earl Guidry.
October 2	Greg Payette, Regional Director of Career Education, met at High School with Assistant Principal and Guidance Counselors from High School and Middle School.
October 14	District Career Meeting, Ft. Myers.
October 20	Career Meeting, High School.
October 22	Career Meeting, Memorial and West Elementary.
October 23	Career Meeting, Nocatee Elementary.
October 24	Career Meeting, Middle School.
October 30 and 31	State Career Meeting, Ormond Beach.
November 10	Career Meeting, Memorial
November 11	Yellow Brick Road Workshop, Elementary teachers and Guidance Counselors.
November 13	VIEW Workshop, High School.
November 15	Career Orientation Worshop #1, Middle School.

December 6	*Career Orientation Workshop #2, Middle School.*
January 13	*Career District Meeting, Bradenton.*
January 16	*Career Meeting, Nocatee.*
February 4	*Career Evaluation, Dr. Dale and Dr. Paletti, here.*
February 11	*Career Meeting, High School.*
February 17	*Yellow Brick Road Workshop, Elementary Teachers and Guidance Counselors.*
Feburary 19	*High School P.T.A., explanation of VIEW Program.*
April 10	*Career Workshop, Middle School Teachers, Administrators, Guidance.*
April 21 and 22	*Career Evaluation Testing, High School.*
April 26 and 27	*Career Evaluation Testing, Middle School.*
May 3 and 4	*Career Evaluation Testing, West Elementary.*
May 6 and 7	*Career Evaluation Testing, Nocatee*
May 10 and 12	*Career Evaluation Testing, Memorial*
May 13	*Career evaluation, Dr. Paletti, interviews with teachers.*
May 17-18	*National Career Meeting, Washington, D.C.*

TESTING SCHEDULE

1.	Assessment of Career Development	11th Grade Control - April 21, 1976 Experimental - April 22, 1976
2.	Assessment of Career Development	8th Grade Control - April 26, 1976 Experimental - April 27, 1976
3.	The Piers-Harris Self Concept Scale	2nd Grade - Control - May 7-May 11, 1976 Experimental - May 4, 1976 5th Grade - Control - April 26, 1976 Experimental - May 4, 1976
4.	Career Education Cognitive Questionnaire	2nd Grade - Control - May 10-May 12, 1976 Experimental - May 6-May 7, 1976 5th Grade - Control - April 27, 1976 Experimental - May 3, 1976

Pages 25-31 were removed
because they contained
confidential information.